**Milwaukee Public Schools RTI/PBIS**  
**FBA - BIP Procedures**

1. **Identify challenging behaviors**
   - Working with staff, prioritize challenging behaviors, and choose one behavior for immediate attention.

2. **Define challenging behavior**
   - Create an operational definition. Use terms which are observable, measurable, and descriptive. We should be able to count/see the behavior, know how often it occurs, how long it lasts, how severe it is, and where it occurs.

3. **Gather data to form a hypothesis about the function of the student's behavior**

4. **Conduct systematic observations of the student in a variety of settings, with focus on variables occurring just before and just after the targeted behavior**
   - Use the ABC Chart, Scatterplot, or other behavior counts. Consider asking teacher(s) to complete a Scatterplot.

5. **Look for potential functions for the target behavior**
   - Behavior functions to obtain access to desired objects, activities, sensory input, people, and settings; or it functions to avoid an activity, setting, person, object, or task/demand.

6. **Complete interviews with teacher(s) using the FACTS Interview form or the Problem Behavior Questionnaire**

7. **Complete the FBA Family Directed Interview**

8. **Complete a student interview, using the Student Directed FBA Interview, if appropriate**

9. **Complete the Competing Behavior Pathway (FBA BIP Template) during a team meeting, obtaining input from the parent/family, student and staff members**

10. **FBA/BIP plans are created and progress monitored in Infinite Campus**

11. **BIP includes**
    - Operational definition of the target behavior.
    - Statement about the relationship between FBA results and the BIP.
    - At least one strategy for preventing the problem behavior.
    - At least one strategy for minimizing the reinforcement of the problem behavior.
    - At least one strategy for reinforcing the replacement behavior.
    - A safety plan, if needed.
    - Creation of a regular and formal system of checking the fidelity and effectiveness of the plan.
    - Use "Behavior Intervention Plan Specifics" on the template to create the details of the BIP and follow-up plan.

12. **When to consider Educational Wraparound**
    - 1) When setting events are too complicated or challenging to construct effective strategies;
    - 2) When school or home placements are at-risk;
    - 3) When adults in the student's life are not getting along.

13. **Identify specific strategies across all dimensions of the behavior Setting Events, Antecedents, Instructional needs (replacement behavior) and Consequences**
    - The Strickland 'cheat sheet' can be helpful. Forced Choice Reinforcement Menu can assist in identifying effective reinforcers.